

The use of guessing game to improve students' vocabulary mastery in first grade of SMPN 4 Bandarlampung

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ABSTRACT

The aims of the research were to find out i) whether there was a significant improvement in students' vocabulary mastery after being taught by using guessing game, and ii) how is students' response in vocabulary mastery after being taught by using guessing game. The population of the research was the first-grade students' of SMPN 4 Bandar Lampung academic year 2019/2020. The sample of the research was class VII A which was consisted of 32 students. This research applied a quantitative design which used vocabulary test and a qualitative design which used a questionnaire. The result of this research showed that there was a significant improvement in students' vocabulary mastery after being taught by using guessing game since $t\text{-value} > t\text{-table}$ ($10.376 > 2.0395$) and the value of two-tailed significant was $0.000 < 0.05$. The mean score of the posttest (84.0625) was higher than the mean score of the pretest (77.625). The gain was (6.4375) and the most improved aspect of vocabulary was verb. In addition, the second research which used questionnaire showed that the majority of the students work with no pressure, have some fun, and get some new information. Based on the result, it is proved that the students' response towards the technique was positive.

Keywords: *vocabulary, guessing game, students' response.*

I. INTRODUCTION

Vocabulary is a list of words for a particular language that is used by language speakers (Hatch and Brown, 2001:87). Vocabulary has an important role in mastering the language. It can be said that learning a language cannot be separated from its vocabulary. Taylor (1990) states that vocabulary may have special importance for adult learners since it is the one area of the language learning that does not appear to be slowed down by age. The better learners master the vocabularies, the better their performances in all aspects of English. In addition, Wilkins cited in Thornbury (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It proves that without vocabulary, it will be impossible for the students to mastering the languages.

In general, it is presumed that Junior High School students are still not able to achieve the objective of vocabulary during their study at school. Even though the students realize the importance of mastering the vocabulary to learn English as a foreign language, most of them still learn passively in class. This is in line with Varasarin (2007) who states that the students wish they could speak English fluently but most of them think that English is too challenging for them to master. Other scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) states many reasons for devoting attention to vocabulary. First, a large vocabulary is of course essential for mastering a language. Second, language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem. Besides that, Rohmatillah (2014) states that there are some indications that make students' vocabulary is lacking. First, the written form is different from the spoken form in English. Second, the number of words that students need to learn is exceedingly large. Third, the limitation of sources of information about the words. Fourth, the complexity of word knowledge. Fifth, the activity to learn in the class is the teacher center, not student center.

However, teaching vocabulary using good techniques are needed. Teacher has to be creative to find an enjoyable technique to teach the vocabulary, so the students can increase their motivation for learning vocabulary and deny the point of view that English is hard. The students will be happy, enjoy, and easy to understand in learning through a good technique that is used by the teacher. It is in line with Allen and Vallate (1983) who states that teaching vocabulary can be meaningful if the teacher can conduct the teaching-learning process by combining available technique of teaching.

Guessing game is a kind of game that is considered interesting to be played by the students and a game in which the participant competes individually or in teams to identify something that indicates obscurely. According to Klippel (2004), the rule of guessing game is extremely simple, it can be played one person knows something that another person has to find out the answer. By applying guessing game, the students are more interested in learning vocabulary.

The research tried to investigate the students' vocabulary after being taught by using guessing game and find out how is students' response after guessing game was applied in the teaching and learning process.

II. METHODS

To conduct this research, the researcher applied a quantitative design which used one group pretest and posttest (T1 X T2) to answer the first research question and a qualitative design which used open-ended questionnaire to answer the second research question. The population of this research was the first-grade students in SMPN 4 Bandar Lampung academic year 2019/2020. The sample of the research was VII A class consisted of 32 students.

The data were collected through pretest and posttest. Pretest was administered to find out the students' vocabulary mastery before giving the treatment, and the posttest was administered to know the improvement of students' vocabulary mastery after giving the treatment. In addition, the questionnaire was conducted to find out the students' response after being taught by using guessing game.

III. RESULTS AND DISCUSSIONS

Result of quantitative data

After pretest and posttest were administered, the result of pretest was compared with the result of posttest in order to analyze the improvement of students' vocabulary mastery the comparison of pretest and posttest showed that the students' vocabulary mastery improved significantly due to the application of the technique.

The final result of students' vocabulary achievement improved from 77.625 in the pre-test to 84.0625 in the post test. Evidently, the increase amounted to 6.4375 points. The table below provides the results of the hypothesis of students' mean score of the test.

Table 1. Paired Sample T-Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 post-test - pre-test	6.4375	0.50978	.62045	5.17209	7.70291	10.376	31	.000

Based on the table above, the result of the computation of the value of two-tailed significance is 0.000 which is lower than 0.005. it can be explained that H1 is accepted and H0 is rejected. It proves that there is a significant improvement in students' vocabulary mastery from the pre-test and post-test results after giving the treatment. Thus, if the t-value is 10.376 compared with t-table which is 2.0395, it can be seen that the students' vocabulary mastery is improved since t-value > t-table. Considering all of these, there was an improvement in students' vocabulary mastery after being taught through a guessing game. It was proved that the guessing game was effective to be used in teaching vocabulary to the seventh-grade students of SMPN 4 Bandar Lampung. The following table reflects the increase of each types of vocabulary aspects.

Table 2. The Increase of Students' Achievement of Each Aspect of Vocabulary

No.	Aspect of Vocabulary	Mean Score of Pre-Test	Mean Score of Post-Test	Gain	Percentage
1.	Noun	93.23	97.14	3.91	15.34%
2.	Verb	77.86	86.46	8.60	33.74%
3.	Adjective	80.53	88.46	7.93	31.11%
4.	Adverb	77.64	82.69	5.05	19.81%
Total		329.24	355.31	25.49	100%

Table 2 shows that there is an improvement in each aspect of vocabulary after the use of guessing games in three times of treatment. It can be seen that the mean score of the test increased from (329.24) in the pre-test to (355.31) in the post-test with the gain (25.49). Verb improved the most with 8.60 points compared to other aspects of vocabulary. Next, adjective increased 7.93 points. Whereas, adverb increased 5.05 points. In contrast, noun increased the less with 3.91 points among other aspects.

Result of qualitative data

In the questionnaire, there were ten questions that students had to answer. In the questionnaire, the researcher asked the students' responses in determining nouns, verbs, adjectives, and adverbs by using a guessing game, and students' interest in learning vocabulary by using a guessing game. The researcher used the open-ended questionnaire in this research. The result of the questionnaire would be explained particularly above.

The result of the questionnaire about students' vocabulary mastery by using guessing game are:

1. The first until fourth questions asked the students' response in determining content words which were noun, verb, adjective, and adverb by using a guessing game. Some students felt difficult in determining nouns, verbs, adjectives, and adverbs in text because they still confused to differentiate which one was a noun, verb, adjective, or adverb in the text. In here, the researcher used descriptive text to teach the students and to give more vocabulary to the students before giving the treatment.
2. The fifth question asked about did the students' feel happy in learning English by using a guessing game. Most of the students felt happy in class to learn English especially vocabulary. They

became active when the researcher gave treatment. They asked a lot of questions when the game was played.

3. The sixth question asked about the students' enthusiasm in learning English by using guessing game. The majority of the students gave enthusiast response while learning vocabulary by using the game. They looked enthusiast to ask the questions and also guess the answer. Because in the game not only the leader of the group who could ask the question but everyone was able to ask and guess.

4. The seventh question asked about the students' interest in learning English by using guessing game. The highest number of the students were interested in learning English in the class. They were interested in learning because that was the first time, they studied vocabulary by using guessing game. Besides that, they also felt easy to remember and add new vocabulary through guessing game.

5. The eight-question asked whether the students could work in a group and collaborate with their friends or not by using guessing game. Most of the students could work in a group and collaborate with their friends because by playing guessing game they were required to discuss before guessing the answer. After that, they also needed to collaborate to find a way to make their group won.

6. The ninth question asked whether guessing game could improve students' communication or not. The result of the students' questionnaire proved that guessing game could help them to improve their communication with other students in English. In playing the game, the students were required to ask the questions so that they could guess the word in card. Besides that, the students also needed to communicate with their friends in the group.

7. The tenth question asked whether the students liked to participate in learning English or not by using guessing game. Almost all of the students in the class were very happy to learn English especially vocabulary by using guessing game. They liked to participate because they learned with fun without under pressured, they were not afraid to ask by using English, and made them easy to remember the new words so that they could increase their vocabulary.

In brief, the students were got positives impact in learning English by using guessing game. After studying using guessing game, the students could know which one was noun, verb, adjective, and adverb, the students also felt happy, enthusiast, and interested in learning by using guessing game. Then, the students' communication was improved better than before and also the students' memorizing were improved by using guessing game. Last, the number of students who got easiness in learning vocabulary by using guessing game was higher than the students who got difficulties in learning vocabulary by using guessing game.

Discussion

This section discusses the result of this research in two main focuses. The first focus is related to the students' significant improvement in vocabulary and the second is related to the students' responses toward the use of guessing game technique.

A. Significant improvement of students' vocabulary mastery after the use of guessing game

Ordinarily, this section discusses about the results of the research that had been mentioned before. Explicitly, the researcher found that teaching vocabulary through guessing game was able to give a significant improvement to the students' vocabulary mastery. The first result comes from the gain on pre-test and post-test score. Stand on the data, the students mean score of pre-tests was 77.625 and the mean score of post-tests was 84.0625, so the mean score increased 6.4375 points.

In this research, there was only one class used as the sample of the research. In this research, some tests were conducted to collect the data such as pre-test and post-test. The students were given three times of treatments. This study found that teaching vocabulary by using guessing game was effective.

In order to know the basic ability of the students in vocabulary, the pre-test was administered in the first meeting of the research. The highest score of pre-tests was 92 and the lowest score was 64. As the result, the students' score of pre-test and post-test were compared to know the significant improvement of the students. The highest score of students' post-tests was 96 and the lowest score was 70. There was an improvement of VII A students' vocabulary mastery since t-value was higher than t-table. It indicated that the hypothesis propose was accepted. Moreover, it implies that guessing game had positive effects on students' vocabulary mastery. This support the previous research finding conducted by Prawiyata (2018). He tried to investigate whether there is any significant improvement of using guessing game to improve students' vocabulary mastery. In his research, he found that guessing game is an effective and fun way to create vocabulary repetition for students. Hidayati (2009:5) on her research, by using guessing game, there were some advantages of using guessing game such as enriching vocabulary, enlarging knowledge, receiving and sending message.

Viewed from the mean score of pre-tests, the researcher found that the students' vocabulary mastery was still low. They were still lack of knowledge of content word types. It was difficult to the students to define and determine the noun. Then, the students also had the difficulties to differentiate between verb and noun. In terms of adjective type, the students were still confused to assign which one belongs to adjective type. The last type of content word which is adverb, the students were just still confused where to put adverbs properly in the sentence. Habitually, the students were still perplexed by the use of each type of content words. Therefore, the researcher conducted treatments and gave the students material and test which were relevant to the students' capacities.

The students gained much improvement after the use of guessing game in their vocabulary scores. Naturally, the improvement of students' score happened not only in seventh grade students of junior

high school but it also could be happened in elementary students. It means that guessing game was effective to put in every ages and grades. In conclusion, it could be fairly approved that guessing game is an effective technique for teaching vocabulary at the seventh-grade students of SMP Negeri 4 Bandar Lampung.

B. The students' responses after the use of guessing game in vocabulary mastery

The researcher also used questionnaire to prove whether guessing game technique was useful for the students. In this research, the majority of the students gave the positives responses in using guessing game to help them learning vocabulary. It could be assumed that guessing game was a good technique to improve their knowledge about vocabulary in English. It could be seen from the result of the students' responses toward the use of guessing game technique based on the questionnaire.

According to Azwar (2012), responses as a concept focuses on how an individual thinks, acts, and beliefs. It also applies for the students at junior high school; students who have positive responses tend to show positive behavior during the learning process. Some theories show that positive responses are highly needed when the students want to achieve language proficiency. The students who have positive responses in learning process will also get good score in their achievements. Based on RismaRahmawati (2014), the students' response plays a big role in their achievement. Therefore, the students need to pay attention and to maintain positive response to improve their language proficiency so that they will get better or good achievements.

Based on the result of the questionnaire, the students gave positive responses in using guessing game to learn vocabulary. The majority of the students felt happy in the class and they learnt without pressure. The used of guessing game helped the students to know content words in vocabulary which are noun, verb, adjective, and adverb. Then it also made the students became active in class and taught them to work in group and communicate with each other. Guessing game also motivated the students in learning process so that they got good score because they felt happy and enjoy in learning vocabulary by using guessing game technique.

In conclusion, based on the explanation above, the result of the questionnaire was in line with the result of the post-test. The students gained a better score after the use of guessing game technique, and they considered that guessing game as a good technique based on their answer in questionnaire. From the data in questionnaire, it could be seen that most of the students agreed that guessing game technique could improve students' vocabulary mastery.

IV. CONCLUSIONS AND SUGGESTIONS

Guessing game can give significant improvement to students' vocabulary mastery. Based on the result, there is an improvement of students' vocabulary mastery after being taught by using guessing game. It was proved by the increase of the students mean score in the post-test which was higher than in the pre-tests. Indicatively, the students' mean score increased from 77.625 to 84.0625 which the gain was 6.4375. It happens since the students were capable to get involved actively in

the process of guessing game activity. Besides that, the majority of the students give a good response in learning vocabulary by using guessing game. The students' response are positives such as the students' feel happy and enjoy while learning. Besides that, the students become confident, they can communicate with others in group, and learn without pressure. It makes the students' vocabulary is improved after the use of guessing game.

Regarding to several conclusions above, the researcher would like to propose some constructive suggestions. Firstly, for the teacher who is in the teaching and learning process, the teacher is suggested to apply this technique in teaching vocabulary. It is able to increase students' motivation in learning more about vocabulary so that they can improve their vocabulary mastery. To minimize the time, the teacher needs to manage the time properly. Secondly, for further researcher, in this research, the researcher used descriptive text as the material. The researcher suggests other researcher to find out the effect of guessing game using different kind of text. For the next researchers can conduct this technique in different level of students such as elementary students, junior high school in different grade, or senior high school. The other researchers who want to apply the same research should use the different form of questions, such as asking the students' problem of using that technique.

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